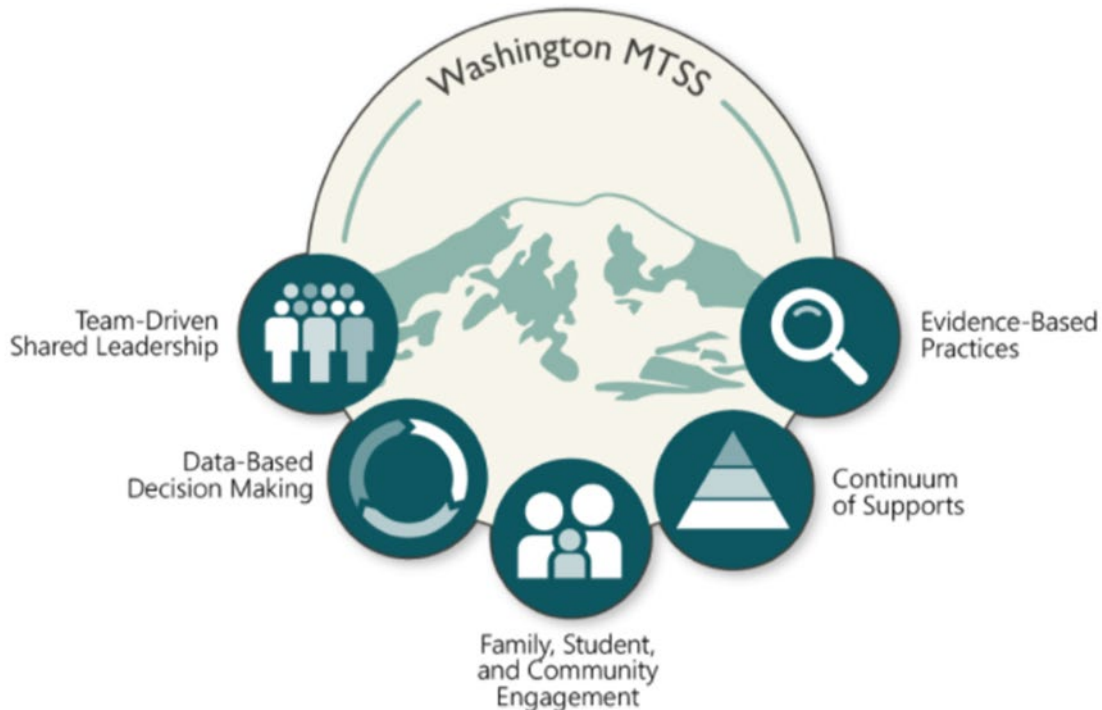


# ***MTSS District Implementation Application***

***For Participation in  
Washington State MTSS  
Implementation.  
2021 - 2022***



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

**2021**

# DISTRICT APPLICATION

For Participation in Washington State MTSS Implementation

**2021**

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# TABLE OF CONTENTS

- District Application ..... 2
  - For Participation in Washington State MTSS Implementation ..... 2
- TABLE OF CONTENTS ..... 3
- District Application for Participation in Washington State MTSS Implementation ..... 4
  - What is Washington State’s Multi-Tiered System of Supports? ..... 4
    - Values ..... 4
    - Essential Components ..... 4
  - Overview of Application for Participation ..... 5
    - Benefits of Participation ..... 5
    - Who Should Apply ..... 6
  - Role of the Regional Implementation Coordinator ..... 7
  - Requirements for Participation ..... 7
  - Costs Associated with Implementation ..... 8
  - Application Timeline ..... 8
  - How to Complete this Application ..... 9
  - OSPI Application Questions and Agreements – Required ..... 9
  - Application Submission ..... 12
  - Selection Process ..... 12
- Appendix A: Required assessments for Participation ..... 14
- Legal Notice ..... 15

# DISTRICT APPLICATION FOR PARTICIPATION IN WASHINGTON STATE MTSS IMPLEMENTATION

## What is Washington State's Multi-Tiered System of Supports?

Multi-Tiered System of Supports (MTSS) is a framework for enhancing the adoption and implementation of a continuum of evidence-based practices to achieve important outcomes for every student. The MTSS framework builds on a public health approach that is preventative and focuses on organizing the efforts of adults within systems to be more efficient and effective. MTSS helps to ensure all students benefit from nurturing environments and equitable access to core instruction and supports that are culturally and linguistically responsive, universally designed, and differentiated to meet their unique needs.

## Values

To ensure every student has equitable access to the instruction and supports they need to thrive, district and school teams:

1. Identify and address biases and systemic barriers that drive inequitable access and disparate outcomes for Black, Indigenous, and students of color, students experiencing poverty, students receiving special education and/or Multilingual learner services, students who identify as LGBTQIA+, and highly mobile student populations.
2. Collaborate with students, families, and community partners to leverage the unique cultural and linguistic assets of their communities in order to provide every student an inclusive and responsive learning environment.
3. Deliver comprehensive supports that consistently meet every student's needs and accelerate student academic, social, emotional, and behavioral learning.

## Essential Components

MTSS consists of essential components which enable teams to work together to adapt instruction and supports to varied student needs. The essential components of MTSS are

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interrelated, and as the intensity of student need increases, each of the components also increases in intensity. Staff use evidence-based practices to accelerate student learning across all tiers. You can take a deeper dive into these essential components by looking through the MTSS resource page.

This current application focuses on participation for districts and tribal compact schools in their role as Local Education Agencies (LEAs). The LEA's participation is critical for creating environments that ensure students are accessing effective practices. It is the district/LEA that provides for management of resources, priority for initiatives, and problem solving around implementation challenges. [Please note: Districts that are involved in the State School Climate Transformation Grant initiative do not need to complete this application.]

## Overview of Application for Participation

**This application is intended for districts seeking support for district- and school-level MTSS implementation through professional development, coaching, and intensive technical assistance, including an integrated social-emotional-behavioral, reading, and early childhood MTSS framework.** Participation will involve a structured process for District Implementation Teams to develop and manage an implementation plan to scale-up an MTSS integrated behavior, reading, and/or early childhood framework with fidelity and that will endure over time. This is a partnership between OSPI, the ESDs and districts in which the technical assistance is funded by the state and delivered by ESDs, and districts commit staff time and other resources for implementation locally. Professional development and guidance will be continuous through OSPI. Districts participating in this project will receive intense district level Technical Assistance during the first year and Continued Technical Assistance during the second year focused on building-level development. Following the two-year intensive, districts will continue to have access to PD and guidance.

## Benefits of Participation

The goals of MTSS implementation include closing opportunity gaps for students. Participation with OSPI will assist the district in developing a continuum of supports for implementation within the district and its schools in the following areas:

- Common vision that aligns the beliefs and practices needed to support schools through the implementation of an MTSS framework.
- Development of infrastructures that are necessary to address the continuum of student and staff needs.
- Long-range plan for supporting MTSS implementation that includes mechanisms to:
  - Provide vision/direction for the implementation of the practices that are integrated and aligned with key initiatives.
  - Allocate resources to adequately implement MTSS with fidelity.

District Application for Participation in Washington State MTSS Implementation (May 2021)  
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- Assist in developing capacity to support the implementation of the practices.
- Collect and analyze data that measures the impact of supports on implementation fidelity and student outcomes.
- Alignment with key initiatives at the state and national levels.
- Durability (Sustainability):
  - Developing Infrastructures needed to support implementation efforts at all levels of the system: school district leadership, school building leadership, and school collaborative teams.
  - Establishing an ongoing, self-correcting feedback loop with the school district to support a model of continuous improvement through data-based decision making related to MTSS.

## Who Should Apply

State and regional support for MTSS Implementation promotes a “district-wide” model to implement the data, systems, and practices necessary for an integrated behavior, reading, and early childhood MTSS framework. **This does not mean that every school must implement MTSS at the same time or that all elements are implemented simultaneously.** Instead, the district shares ownership for developing readiness and supports across the schools to achieve district-wide results that can include different implementation timelines for buildings based upon their readiness.

Please note that implementation may involve shifting and combining resources currently devoted to other tasks and initiatives. MTSS implementation will focus on working smarter, not harder. However, districts should consider your willingness and capacity to engage in the required activities listed in Section IV. There will be an opportunity for districts to apply once each year.

This Application Does *Not* Apply to the Following:

- Districts that are either unable to directly allocate dedicated personnel to provide MTSS implementation supports in the form of coordination, coaching, and data coordination support or the ESD is unable to provide some of the support functions. (The ESD supports are outlined in the next section.)
- Districts seeking to access training and supports to only a portion of the schools within their district (e.g., training for an individual high school or an individual elementary school) and not seeking to build district implementation capacity.
- Districts seeking to focus their efforts either **solely** on the implementation of a three-tiered behavioral framework, a three-tiered reading framework, or a 3-tiered early childhood intervention and support model. The intent of this application is for districts seeking partnership to implement an **integrated** MTSS framework. This means the

District Application for Participation in Washington State MTSS Implementation (May 2021)

With the Office of the Superintendent of Public Instruction (OSPI) is a Grant Funded Initiative (GFI), funded under the *State Personnel Development Grant* through the Office of Special Education Programs (OSEP)

behavior, reading, and early childhood components across each tier will be addressed simultaneously as opposed to being addressed in isolation.

- Districts that have already started MTSS implementation work through the School Climate Transformation Grant. OSPI, ESD's and RIC's will continue to support those districts and make PD and TA accessible.

## Role of the Regional Implementation Coordinator

The primary focus of the Regional Implementation Coordinator (RIC) is to provide training and technical assistance as part of a **statewide Multi-Tiered System of Support (MTSS)**

**Implementation Team** to support improved outcomes for all students and close opportunity gaps for students of color, students with disabilities, students experiencing poverty, homelessness, and other student groups who have been historically marginalized. The positions will be housed within Education Service Districts (ESD) and the work will be led by the Office of Superintendent of Public Instruction (OSPI).

The role of the RIC will focus on building district capacity through **high quality supports that are consistent statewide and accessible to districts, regardless of size or geography**. The RIC will use tools, supports, and lessons learned through decades of research and practice that include implementation science, Positive Behavioral Interventions and supports (PBIS), Response to Intervention (RtI), data-based continuous improvement, coaching, and equity.

## Requirements for Participation

The following describes essential elements for the partnership between OSPI/ESD/RIC and a district:

- Willingness to implement an MTSS framework that integrates PBIS and evidence-based tiered reading instruction and interventions, and early childhood MTSS across schools within the district. (There may be exceptions for special programs or alternative schools, etc.)
- Designation or identification of a District Implementation Team (new or existing) with the authority to engage in planning, monitoring, problem solving, and continually improving implementation efforts across schools.
- Identification of personnel to perform critical roles:
  - Executive leadership to oversee and participate on a District Implementation Team.
  - MTSS coordination with dedicated time.
  - District Implementation Team members.
  - Systems-level coaching for School Leadership Teams.

- Data Coordination (individuals who will learn how to administer, score, and interpret required assessments over time and support their effective use within the district).
- Support for identified personnel outlined above to travel to a regional location to attend professional learning sessions to learn how to implement behavior and reading components of an MTSS framework. (Virtual until safe to travel in person)
- Agreement to allocate resources to adopt and sustain for use, specific measures and data systems necessary for engaging in data-based problem solving at the school and district levels within designated timelines (See Appendix A of this application).
- Agreement to submit or provide access to required assessment results (aggregate scores) and to use reports and dashboards in the system for ongoing problem solving.
- Understanding that OSPI/RIC staff will have access to review district and school level fidelity and capacity assessment data directly, including TFI, R-TFI, DCA, and/or DSFI.
- Sharing action planning documents as well as Classroom Practices Assessments.
- Sustained commitment by executive leadership to support MTSS components as a priority, including on-going allocation of resources and removal of barriers to implementation.
- Maintaining a focus on a two- to four-year professional learning and data-based problem-solving series that will lead to high quality implementation and create the conditions for sustainability.

## Costs Associated with Implementation

OSPI is partnering with the ESDs to provide essential scope and sequence MTSS training and systems coaching to district leaders and teams free-of-charge for those LEAs that are selected in each annual cohort, this includes coaching support to the district for school-level implementation. This project does not cover other district costs associated with MTSS implementation. Consequently, applicants are strongly encouraged to leverage existing funding sources to cover any implementation costs to develop, sustain, and scale-up local capacity for MTSS coordination, coaching, technical assistance, and data coordination. This may involve shifting resources from other initiatives. While districts will not receive additional funds for their participation in the MTSS implementation project, they are encouraged to use other state and federal funds received that may be available to support MTSS implementation. Please see ["Unlocking State and Federal Program Funds"](#) for further guidance on funding initiatives.

## Application Timeline

- **June 2, 2021** Application is released to the public.
- **June 10, 2021** Application Information Webinar w/ Q&A
- **July 2, 2021** Applications are due (entered online by 5:00 p.m. PDT).

District Application for Participation in Washington State MTSS Implementation (May 2021)  
 With the Office of the Superintendent of Public Instruction (OSPI) is a Grant Funded Initiative (GFI), funded under the *State Personnel Development Grant* through the Office of Special Education Programs (OSEP)



- **June 3 to July 15, 2021** OSPI and ESD staff will schedule meetings with districts. These meetings will clarify the work and expectations specific to OSPI, the ESDs, and to each district. These meetings will also ensure a good “fit” for the partnership and allow for mutual selection. Dates and times will be determined. **[Please note, depending upon the number of applications, it may not be possible to meet with every district. Districts evidencing the highest level of interest and readiness will be prioritized for these meetings in that case.]**
- **August 2** Applicants are notified of acceptance into the current year’s cohort. (The MTSS Implementation Team will provide feedback as to why districts were not selected, if applicable.)

## How to Complete this Application

**Applications must be submitted online using the application survey on OSPI’s website.** Applications submitted via any other format (email, fax, mailed paper copies) will **NOT** be reviewed.

Many of the questions have multiple components that must be answered. OSPI recommends that you write out your answers using this document. Then, electronically copy and paste your answers as plain text into the online questionnaire/application form.

**Applications must be submitted online by July 2, 2021, at 5:00 pm PDT.**

## OSPI Application Questions and Agreements – Required

The following questions should be [answered online through the application survey](#) . For responses to open-ended questions, it is helpful to type responses in this or another document and then paste as text into the online application system. The application system does not accept tables or other formatting (i.e., bold, underline, italics, bullets, or paragraph spacing).

### Question 1

Please provide contact information for primary and secondary district contacts for the purposes of project coordination.

### Question 2

Please describe your **district’s** previous experience with MTSS implementation. Is your district currently or has it been previously involved in other MTSS-related grants or initiatives? If so, please list them and provide any related theory of action (e.g., goals and objectives) associated with those grants.

### Question 3

File upload for other MTSS Related Grants.

### Question 4

If **individual schools** within your district have partnered with any agencies (OSPI, ESD, outside provider) for the purpose of MTSS implementation (Behavior Academic, or early childhood) Please list them below.

### Question 5

How do you envision the potential partnership with OSPI/ESD/RIC will add value to your district's efforts to improve student outcomes, including addressing state and federal mandates/initiatives? For 2021-2022 school year applicants, please also address how this effort will support or be consistent with your Academic and Recovery Wellbeing Plan, submitted to OSPI on June 1<sup>st</sup>. (See MTSS benefits referred to earlier in this application.)

### Question 6

Please upload at least one signed letter of support from a school administrator/principal for each grade band in your district, including elementary, middle and high school. Up to ten files can be uploaded with a maximum file size of one MB. If you have more than ten letters, please combine them into ten or fewer files before submitting.

### Question 7

What are the names of the student information and data systems currently being used in your district (e.g., Skyward, SWIS, Homeroom (SDS), Panorama, EduClimber, etc.)?

### Question 8

What district-wide screening tools are you currently using for social-emotional-behavioral assessment? Please indicate which grades for each assessment. If none, please indicate, "No Current Assessments"

### Question 9

What district-wide screening tools or assessments are you currently using for reading? Please indicate which grades for each assessment.

### Question 10

List all **district-wide** initiatives currently in years 1, 2, or 3 of implementation in your district.

### Question 11

What do you see as the potential challenges of adopting a multi-year, district model for MTSS?

Please be candid in your response. Being aware of potential challenges is a necessary step for planning successful implementation. Describe how you plan to address each of the challenges:

- a. Any pedagogical/philosophical differences in beliefs around PBIS, Evidence Based Reading Research, and Early Childhood Structures
- b. Other major initiatives or practices that draw on existing resources (staff, time, fiscal)?
- c. Any resistance to MTSS implementation? From where?
- d. Have there been previous, efforts to implement any tiered intervention models in your district that have not yet been completed or were not sustained?

## Question 12

As a district, we understand and are committed to allocation of resources to support the behavior, reading, and early childhood MTSS components at the district and school levels in the following areas (check all boxes below).

- Staff time to attend district- and school-level trainings.
- Associated substitute costs.
- Travel costs associated with sending district and/or school staff to a regional location to attend professional learning.
- Ensuring staff are addressing the functions to support MTSS (e.g., MTSS coordination, data coordination, coaching, intervention implementation).
- Purchase of measures/data systems.

## Question 13

Have you begun conversations within your district about allocation of resources to support the behavior, reading, and/or early childhood components of MTSS (Yes/No)?

If yes, please provide a brief description of who these conversations have been with and any decisions.

## Question 14

Identify current capacity (name, role/title, and time per week they have allocated) for each of the following functions related to MTSS. If non-district staff are currently supporting any of the functions related to coaching or data coordination, please provide their name and role. It is possible that an individual may fulfill multiple functions. If a function is not currently covered by an individual, please leave that row blank.

- a. Coaching for MTSS:
  - i. School Leadership Team level
- b. Data Coordination:
  - i. Academic Universal Data Coordinator
  - ii. Reading Tiered Fidelity Inventory Facilitator
  - iii. Behavior data system coordinator, such as a SWIS Facilitator (if using SWIS)
  - iv. PBIS Assessment Coordinator

## Question 15

As a district we understand that these are critical functions to supporting MTSS implementation, and we are committed to building capacity for these functions within our district staff and/or in partnership with our ESD (check "yes").

## Question 16

Please provide us with three days/times between June 3, 2021 and July 15, 2021, that your core district leadership team (including general education and special education leadership) would be available for an initial one-hour meeting (virtual or in person if safe to do so) to discuss the potential partnership.

## Application Submission

All applications must be submitted online by **5:00 p.m. PDT on July 2, 2021**, [through the application survey](#). Paper copies of the application will **not** be accepted. If you have questions about the application process, please contact:

- RJ Monton (OSPI Assistant Director of MTSS) for questions about potential participation: [rj.monton@k12.wa.us](mailto:rj.monton@k12.wa.us)
- Stella Lugalía (CISL Administrative Assistant) for questions about the application survey at [stella.lugalía@k12.wa.us](mailto:stella.lugalía@k12.wa.us)

## Selection Process

Selection of applicants will be based on the district's commitment and readiness as evidenced by responses to the application, including the requirements for participation outlined in Section IV, demonstrated through the application and interview process. Additional consideration will include geographic location for the development of cohorts, and a strong desire to improve student academic performance through an integrated MTSS model.

In order for OSPI and local ESDs to meet their own organization goals, we are resolved to partner with districts committed to a continuous improvement model in which problem solving and data-based decision making occurs in an ongoing way and across multiple levels of the educational system. Districts that complete this application are indicating their commitment to such a model and will be supported in either of the two capacities below to maximize state and district resources, act efficiently, and increase overall capacity.

1. **Direct Technical Assistance:** Multi-year commitment (Structure, Implement Refine and Sustain) from your district's leadership team and Regional Implementation Coordinator. This includes monthly Professional development (synchronous and asynchronous not less than 2 hours/month)

District Application for Participation in Washington State MTSS Implementation (May 2021)  
With the Office of the Superintendent of Public Instruction (OSPI) is a Grant Funded Initiative (GFI), funded under the *State Personnel Development Grant* through the Office of Special Education Programs (OSEP)

- a. Entering into the Direct Technical Assistance agreement requires a prerequisite degree of readiness, which may need to occur “outside the build” prior to or concurrently with fully entering the structuring year.

**2. Professional Development and Readiness:** With state guidance, a district may continue exploring readiness and performing capacity-building activities suited to your district’s needs and goals. Access to all state synchronous and asynchronous professional development and readiness tools, as well as resources created by Regional Implementation Coordinators, will be available to prepare for an opportunity to join the Direct Technical Assistance model in a future year.

# APPENDIX A: REQUIRED ASSESSMENTS FOR PARTICIPATION

**Figure 1: Behavior and Reading Required Assessments and Data Systems**

Assessment Type	Elementary Schools	Middle Schools	High Schools	District
Universal Screening and Progress Monitoring	Schools/Districts will work to adopt universal screening and progress monitoring tools in alignment with their developing MTSS frameworks that allow for quick access for data-based decision making.			
Fidelity and District Capacity	<ul style="list-style-type: none"> <li>School-wide Positive Behavior Intervention &amp; Supports Tiered Fidelity Inventory (SWPBIS TFI)</li> <li>Reading Tiered Fidelity Inventory (Elementary-Level Edition) and/or</li> <li>Early Childhood Benchmarks of Quality (ECBOQ)</li> </ul>	<ul style="list-style-type: none"> <li>School-wide Positive Behavior Intervention &amp; Supports Tiered Fidelity Inventory (SWPBIS TFI)</li> <li>Reading Tiered Fidelity Inventory (Secondary-Level Edition)</li> </ul>	<ul style="list-style-type: none"> <li>School-wide Positive Behavior Intervention &amp; Supports Tiered Fidelity Inventory (SWPBIS TFI)</li> <li>Reading Tiered Fidelity Inventory (Secondary-Level Edition)</li> </ul>	District Capacity Assessment or District Systems Fidelity Inventory
Feedback to OSPI	N/A	N/A	N/A	Partnership and coaching feedback surveys, Training Evaluations

\*Universal Screening defined: The systematic assessment of all students on academic and/or social-emotional indicators for the purpose of identifying students who are at-risk and may require support that varies in

District Application for Participation in Washington State MTSS Implementation (May 2021)

With the Office of the Superintendent of Public Instruction (OSPI) is a Grant Funded Initiative (GFI), funded under the *State Personnel Development Grant* through the Office of Special Education Programs (OSEP)

terms of level, intensity, and duration.

\*Progress Monitoring defined: Frequent (bi-monthly, weekly) assessment in a specific skill area to assist in determining whether students are making adequate progress and for evaluating the effectiveness of instructional/behavioral support.

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*Download this material in PDF at the [OSPI MTSS Webpage](https://www.k12.wa.us/student-success/support-programs/multi-tiered-system-supports-mtss) (<https://www.k12.wa.us/student-success/support-programs/multi-tiered-system-supports-mtss>). This material is available in alternative format upon request. Contact the Resource Center at 888-595-3276, TTY 360-664-3631.*